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ABSTRACT

Canada's Settlement Language Training Program (SLTP) began in 1986 to provide language training support for immigrants and refugees not bound for the labor force and likely to experience difficulties gaining access to language training through existing programs. Women in particular are targeted. The training is provided through community agencies. This paper reports on a 1987 study which looked at selected, representative projects to see if the projects met their own as well as SLTP objectives. The report contains the following: (1) background information on the SLTP and the work of the Teachers of English as a Second Language (TESL) with the program; (2) an outline of the main conceptual framework in which the SLTP has been considered in this report; (3) excerpts from the "Terms and Conditions," or general guidelines, set for the SLTP; (4) an explanation of terms and concepts used; (5) a discussion of SLTP project components (needs assessment, goal-setting, learner types served, proposal preparation, outreach, staffing, learner needs assessment, native language literacy, evaluation, scheduling, project format, methods and materials, funding uses, and volunteer use); and (6) resource lists, including adult ESL literacy courses, beginning adult ESL courses, workbooks and other materials for beginning adult ESL and literacy, teacher guidance materials on ESL and literacy, and ESL and literacy organization contacts. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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PARAMETERS FOR PROJECTS
UNDER THE
SETTLEMENT LANGUAGE TRAINING PROGRAM

Report prepared by
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for
the Settlement Branch,
Employment and Immigration Canada

February 1989

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A draft of this report was reviewed by nine people involved in various ways in immigrant settlement across Canada. Because of the wish of some of them to remain anonymous, none of their names are listed here, but we wish to thank them sincerely for their valuable contributions. In addition, we gratefully recognize the cooperation and time of personnel and students in SLTP projects who responded so helpfully to our telephone calls, visits, and letters.

OVERVIEW

This report is one of two resulting from a study, conducted by TESL Canada in 1988/89, to indicate parameters for projects under the Settlement Language Training Program (SLTP) of the Settlement Branch of Employment and Immigration Canada. The Terms and Conditions for the SLTP provide very broad guidelines for SLTP projects. Our study aimed to develop more specific parameters (options, preferred characteristics, useful models) for SLTP projects so that Employment and Immigration and community agency personnel would have a clearer idea of the kinds of SLTP projects that would be likely to be effective. We have prepared one report for policy makers on the SLTP. A second report, this current one, is intended for use by agency personnel to guide them in preparing proposals for SLTP projects, and implementing and evaluating projects.

This report contains:

- background information on the SLTP and TESL Canada's work with the program
- an outline of the current study
- excerpts from the Terms and Conditions for the SLTP
- an explanation of terms and concepts used in the study
- a discussion of components of an SLTP project including need assessment, setting goals for a project, the kinds of learners that may be served, preparing a proposal, outreach, staffing, needs assessments with the learners, mother tongue literacy, evaluation, scheduling, project format, methods and materials, ways to use SLTP funding, and the use of volunteers
- resource lists including adult ESL literacy courses, beginning level adult ESL courses, work books and other materials for beginning adult ESL and literacy, teacher guidance materials on ESL and literacy, and contacts with ESL and literacy organizations.

BACKGROUND

The Settlement Language Training Program (SLTP) was started in 1986 through the Settlement Branch of Employment and Immigration Canada. It is an innovative program aimed at providing language training support for immigrants and refugees not bound for the labour force and likely to experience difficulties gaining access to language training under other current federal, provincial and local programs. Women are particularly targeted. The training is provided through community agencies. There is considerable latitude in the SLTP mandate for delivery agencies to obtain funding for various aspects of support for language training, depending on local needs and conditions.

In 1987, TESL Canada assessed the program's first year of operation and found the program highly successful, particularly in light of the growing pains of the early stages of program implementation. Delivery agency personnel and learners overwhelmingly wanted more and longer projects. Because of time and funding constraints, we conducted the assessment using a case study approach, focussing on two SLTP projects in each of the provinces of Ontario, Manitoba, and British Columbia. In addition, we were contracted by the Manitoba Department of Education to study four additional projects in Manitoba.

PARAMETERS FOR PROJECTS: THE CURRENT STUDY

As an assessment, our 1987 study was designed to look at selected, representative projects to see if they met their own objectives and those of the SLTP as a whole. This current study looks at ways to develop the SLTP to recognize its full potential for providing language training for targetted groups in relation to their needs. Developing parameters for the SLTP is a challenging task since the program must be, by its learner centred nature, as flexible as possible. It must consider the needs of immigrants and refugees from many countries, educational backgrounds, and life circumstances, along with the characteristics of existing settlement services, rural/urban differences, target populations, local settlement conditions, and regional norms and regulations regarding language training delivery.

Thus the need to be flexible and the configurations of individual SLTP projects makes it impossible to propose absolute standards for program development and delivery. This report offers suggestions for various aspects of language training support to serve as models for the development, implementation, and monitoring of SLTP projects. It is understood that this study is not a quantitative needs assessment, but is a statement of service delivery considerations.

The information in this report will be of interest to personnel in agencies which have received, or want to receive, SLTP funds. It is clear that a number of delivery agencies are highly experienced and are expert in providing language training, but it is important to encourage agencies not normally offering language training to get involved through the SLTP. These agencies may need advice, options, and models to develop language training services. The experienced agencies may need assistance in providing language training to types of clients that they have not served before. All agencies might benefit from learning about options for delivery developed in other parts of the country or by different types of agencies.

From this study, other reports have been presented to Canadian Employment and Immigration Commission (CEIC) officers who assess proposals for SLTP projects and to CEIC policy makers.

METHODS AND DATA

We have developed this report using three sources of information. First, we reanalysed raw data collected in TESL Canada's assessment of the SLTP. We also gathered information about standards and practices relating to ESL delivery in various regions by examining documents and interviewing TESL Canada members, provincial bureaucrats involved in ESL, and delivery agency personnel. In doing this, we discovered that there is great disparity among provinces and regions regarding standards, regulations, practices, and conditions for language training.

Finally, we interviewed personnel from delivery agencies with SLTP funding in

1987/88. These interviews filled in gaps in the information gathered in the 1986/87 study since we had no information about SLTP experiences in the Atlantic provinces, Saskatchewan, or Alberta. (Quebec, of course, is not considered because it offers its own alternative to the SLTP.)

MANDATE, TERMS AND CONDITIONS OF THE SLTP

The Settlement Language Training Program, as introduced by the Settlement Branch of the CEIC in 1986/87, aimed

> to meet the language needs of adult immigrants not expected to join the labour force (not eligible for language training provided by Job Entry) by providing language training instruction through immigrant serving agencies. The priority target group is immigrant women at home. (CEIC 1986a)

Those eligible to receive language training under the program were

> permanent residents of Canada or persons who have been allowed to remain in Canada and for whom the Commission intends to grant permanent resident status (permanent residents are those persons who have been granted landed immigrant status but who have not become Canadian citizens);
>
> the target group is adult newcomers (persons 18 years of age and over) who are not expected to join the labour force and who would not normally be eligible for language training under the Job Entry Component of the CEIC's Canadian Job Strategy Program. The priority target is immigrant women. There is no maximum age limit. Classes should be composed of recipients with similar capabilities. (CEIC 1986a)

Eligible agencies were:

> non-profit, non-governmental (normally registered as a charitable organization under the Income Tax Act and in some provinces under a provincial Societies Act);
>
> able to provide settlement language training or able to develop the capacity to do so;
>
> recognized by, and known to be acceptable to, its target population;

providing or will provide settlement language training free of charge and without discriminatory practices;

governed by a democratically elected board or exeuctive body of which at least two members are Canadian citizens;

managed by a person who is a Canadian citizen or permanent resident of Canada;

staffed, if staff are salaried employees, by persons who are Canadian citizens or permanent residents of Canada. (CEIC 1986a)

Other factors related to CEIC's stipulations for the SLTP include a $50,000 maximum on contributions to any one agency, a limit of $1,000 or 300 hour expenditure on each learner, provisions that provincial guidelines with respect to the qualification of ESL instructors be followed, an encouragement of participation of volunteers, permission for bilingual classes, allowance for child minding and transportation costs, and other details related to the contract relationship between CEIC and the agency funded. According to the Terms and Conditions,

all applications for funding must be reviewed by a Regional Review Board which includes representation from at least the Canadian Employment and Immigration Commission, the Department of the Secretary of State and the appropriate provincial department. Provincial approval of contractual arrangements is a mandatory feature of the Regional Review Board deliberations. (CEIC 1986b)

TERMS USED

In reading this report, it is important that the intention or definition of certain terms be understood, as follow.

"new comer" or "learner"	Refer to anyone who has come to Canada with less than a functional capacity to understand, speak, read, and/or write the official language of the Canadian community in which he/she lives, and who currently wants to improve his/her official language skills. No other criteria are involved.
"language training" and "English as a Second Language (ESL) training"	Because of the scope of this study, official language training in English only is taken into consideration, and thus these terms are used interchangeably.

"mainstream" and "ethnic" agencies	Mainstream agencies are those which focus on one type of service (children's aid, cancer prevention, services to youths, etc.) and are run by people who do not significantly belong to, or provide services to clients of, one ethnic background. In this case, most mainly provide services specifically for newcomers. Ethnic agencies are those run by members of a particular ethnic community for the explicit benefit of that community. They may offer a range of newcomer services and might also feature programs which support the retention and development of the ethnic language and culture among members of their community.
Generic ESL training **versus** ESL training for specific needs	The distinction here is between normal, classroom based programs and services available to people who do not speak English in English-speaking Canada through public institutions (school boards, community colleges, universities, etc.), and those developed to meet the English language learning needs of people perceived as having problems gaining access to that system. Such problems often relate to barriers such as being homebound, geographical isolation, low levels of formal education, etc. SLTP funding is intended to help serve learners with special needs, not to augment the generic system. Its projects often aim to prepare learners to enter the generic system.

CONCEPTS

The following is a brief outline of the main conceptual areas in which the SLTP has been considered in this report. Please note that we are considering the SLTP's potential rather than its guaranteed results. The SLTP has been an experiment in developing and providing language training with unique characteristics. These characteristics are frequently mentioned because individual SLTP projects must develop programs around them that are, in many ways, unlike any other language training programs experienced by agency personnel and learners.

In 1984, the Post-Secondary Adult and Continuing Education Working Group (PACE)

produced the "Report on Restructuring Adult ESL." Two recommendations from that report illustrate the need for programs with characteristics such as those of the SLTP.

> Language training must be provided in such a way that there is equality of condition as well as equality of access..... Note: Equality of condition, as opposed to equality of access of opportunity, shifts the emphasis from creating avenues for participation to creating the conditions for success. It assumes that learners come to the process at differing levels and with differing abilities and needs, and that the training and education must be provided in such a way as to make it possible for the learner to succeed given those differences. Therefore, the design and structure of delivery is determined by the needs of the learner rather than by the needs of the institution.
>
> The provision of Adult ESL must be closely co-ordinated with the provision of other less conspicuous settlement services such as counselling, child care, translation and orientation. Such an integrated and holistic approach recognized the fact that adult immigrants do not pursue language learning as a purely academic or vocational activity but as a key to becoming successfully established. In short, Adult ESL must be seen not as a purely educational service but as part of the settlement process through which adult immigrants are going. (p.14)

As a national program, the unique characteristics of the SLTP include: flexibility in programming and location, supportiveness, and a holistic approach to language learning as a part of settlement. Because generic ESL is offered in educational institutions, it is restricted by the limitations of institutional structures and therefore has varying measures of equality of access, but is not necessarily able to provide equality of condition.

By putting language training projects in community agencies and placing few restrictions on things like content, curriculum, scheduling and language of instruction, the SLTP has permitted agencies to develop training programs tailored to the needs of learners. Community agencies still have their own structural limitations, but are less likely to suffer such programming constrictions.

Locating SLTP projects in community agencies also makes it possible for language training to be offered in areas of the country where other language training services

are scarce, provided suitable community agencies are available.

The SLTP is an opportunity to provide language training programs in a highly supportive manner for learners. Not only do community agencies tend to be welcoming, unthreatening institutions close to potential learners' homes and with close ties to their communities, but the SLTP provides additional learner support in the way of child minding and transportation. These supports increase the accessibility of the training and are rarely provided by the deliverers of generic language training.

One must also consider that the SLTP has created a situation where linking language training with other settlement services is facilitated. In attending language classes in an agency, the learner's proximity increases the possibility that he/she will be made aware of other services provided by the agency. The agency can also use the SLTP to promote language training as a settlement service.

COMPONENTS OF AN SLTP PROJECT

NEEDS ASSESSMENT

A needs assessment is vital to the successful operation of a project but, to be relevant, it must be conducted on several levels at different stages of a project. When conducted along with outreach and evaluation, needs assessment assists in the process of information collection, analysis, and decision making.

Up to this point, the term "needs assessment" usually referred to general information about needs gathered from a variety of sources and used to ensure that SLTP funding is directed to the most suitable places and populations.

Information from agency needs assessments can be combined by the Regional Review Boards with that from educational authorities, employers, census data, and other sources to develop a rich picture of newcomer populations and their needs. This picture can then be used by agencies to develop proposals, conduct outreach, implement projects, and make evaluations.

Agencies inevitably conduct informal needs assessments of their community on an ongoing basis. This is done as board and staff members learn new things about the community from many sources and report them to the agency. It is therefore important to have people on the board and staff who have a variety of contacts, particularly in the target community, and that one person not become the sole "networker". Contributions from several people gives a more cognizant and comprehensive collection and interpretation of information. It also means that there is no one kingpin of networking whose departure might be devastating to the corporate memory.

NEEDS ASSESSMENT FOR AN SLTP PROPOSAL

To obtain data to support the development of a proposal for an SLTP project, there are three common sources of information:

1. **Numerical data from census figures and other general data sources**. Such data might include CEIC employment and immigration figures on newcomers, provincial and municipal population data, or school and health care statistics. These data can be sought and interpreted by agency personnel, or contacts can be made in the relevant organizations to ensure that valuable information is passed on to the agency when it appears.

2. **Contacts with other agencies.** Social service agencies such as ESL, literacy, and various umbrella organizations, spokespeople for employers, and the Regional Review Board for the SLTP meet to discuss and evaluate related policies, programs and social conditions. They are usually aware of the various reports on subjects relating to newcomers, along with useful manuals, teaching materials, and sources of training. It is important to remember that people working in other agencies might discover newcomer client needs which should be addressed by another agency.

3. **Target community members**. While this is the most direct source of information for large agencies serving diverse communities where newcomers are densely populated, the problem is to hear all the voices and to find a way to determine the validity and extent of the various concerns expressed. The agency can always get plenty of information from people who come to the agency for help, but it is important to be aware of the needs from people who do not come to the agency. This is where ethnic community spokespeople prove critical, as do members of ethnic groups on agency boards and

advisory councils.

One must also guard against attending to the needs expressed by the most vocal or visible groups to the neglect of others. People in the community must know that the agency is actively soliciting information about needs and if a warm and uncritical atmosphere is not enough, meetings might be called or outreach activities undertaken to get input.

Ethnic agencies serving a small number of people in communities where there are few newcomers usually have little trouble contacting community members. A more common problem is making people aware of the agency and its services where people may be scattered in several small towns or rural areas. Schools and community radio can be helpful to get information into newcomers' homes or to those who can help newcomers contact the agency. The question is one of making direct contact to get information about needs.

SETTING GOALS FOR A PROJECT

The goals of an SLTP project should reflect several things:

- the results of an agency's formal or informal needs assessments pertaining to language training for newcomers
- the relevant findings of other services in the community
- the mandate of the agency
- the agency's capacity to conduct language training

Most SLTP projects surveyed also featured goals which related language training to other social and educational goals:

- empowering and integrating newcomers
- increasing newcomers' self-esteem and confidence
- improving newcomer access to institutions
- reducing the social isolation of homebound mothers and seniors.

A number of projects aimed to acquaint learners with available generic educational facilities in the community and prepare them to take advantage of those programs

through basic language training, literacy training, and educational brokerage. Literacy is a goal of some projects from the outset and is added to the goals of others once the needs of learners has been determined. Language, literacy, and life skills play some part in most SLTP projects.

These goals are translated into student-directed course content, life skills components, visitors from and visits to the community, and basic literacy and numeracy studies. Agencies also work toward their goals by providing learners with opportunities to practice their English outside the classroom, facilitating socialization. Language training can and should feature content and experience that will be valuable to learners in a number of ways.

When setting goals, agencies should ensure that the intended service does not duplicate the services of established deliverers of language and literacy training. In doing so, they might collect information useful for referring learners to other, more appropriate services. Existing agency services should be capitalized on so the skills and experience of the staff, in areas such as life skills training and family counselling, can be used to best advantage. Also, in areas where an agency has little or no experience, it is important that they know where help can be obtained.

KINDS OF LEARNERS

Several decisions need to be made about the kinds of learners to target for an SLTP project.

DOING IT ALL

In communities where there are few newcomers, projects usually cater to learners of all ethnic backgrounds, ages, and education levels. This is because of the small numbers in each ethnic group and the scarcity of alternative language training. In some cases, the variation in levels of education has resulted in dividing the class into sections, so learners can work at their own level. Learners with moderate levels of education (high school) can usually manage with a teacher or an aide that does not speak their language, but bilingual support services in the agency

as a whole are greatly appreciated by SLTP learners. SLTP projects in areas with few ESL training programs have proven flexible in accepting people who need ESL training.

ONE ETHNIC GROUP

Some mainstream and most ethnic agencies surveyed chose to offer classes for learners from only one ethnic group. This choice is not discriminatory, but is made to provide special access and affirmative action for specific learners who need help. Some ethnic agencies provided new services to their clientele through the SLTP, particularly referring clients to other sources of language training. In several cases, both ethnic and mainstream agencies opted to offer services to a single ethnic group because they were focussing on learners with very low literacy levels, and needed bilingual teaching and a lot of support.

WOMEN

The focus of numerous SLTP projects has been on newcomers, particularly women, who have difficulty gaining access to language training because they are at home caring for children or are elderly. SLTP projects attract learners from a variety of educational backgrounds, requiring teachers to adjust their programs appropriately. To the extent that they were available, bilingual teachers, aides, volunteers and agency staff were an asset, particularly for learners with low levels of education.

MEN

Male learners were included in a number of SLTP projects, and some of the agency staff interviewed felt that more men should be included, particularly seniors. Judgement must be used about including men. In some cases, men have as many access problems as women and would be well served by SLTP projects. However, we came across a project where women quickly dropped out of a mono-ethnic class because in that culture, men and women do not study together.

SENIOR CITIZENS

A few SLTP projects have focussed on senior citizens. We received little information about the age of learners, but were reminded that seniors

often care for young children and may therefore be as tied to the home as young mothers. Of course, some seniors are isolated for other reasons.

Questions were raised in our interviews with agency personnel about the eligibility of refugee claimants, Canadian Francophones, and people on the waiting list for Canadian Job Strategy courses. Native people were not mentioned, but one expects that such cases will turn up. In addition, some projects attracted learners who had been in Canada for a considerable length of time, but who hadn't been able to take advantage of a language training program before. In all other respects, these people were eligible to study in SLTP programs. We are not in a position to comment on criteria for eligibility, but note that in some communities, language learning options are limited and access to SLTP projects would best serve clients by being flexible to accommodate such learners.

PREPARING A PROPOSAL

All SLTP proposals should clearly outline the language training activity proposed. It should demonstrate that this activity addresses a need in the community and should outline specific language-related problems people are having. It is helpful to show that these problems are not being addressed in other ways or by other services. Ways in which the proposed activity will meet the need should be demonstrated. Any long-term expectations such as the eventual enrolment of learners in other ESL training programs, or better relations between clients and their children's school, should be mentioned as well. In addition, it should be clear that the agency and the proposed activity meet the criteria for funding under the SLTP and a detailed schedule of the activity and full budget must also be submitted.

For agencies with no language training experience, it is useful to contact the provincial ESL association and local deliverers of ESL training. These contacts can help:

- design a program to meet the needs of the identified clientele
- suggest a learner-teacher ratio

- identify needs for equipment and materials
- suggest a suitable schedule for classes and an appropriate program length
- provide sources for trained ESL personnel (and outline usual salary levels and possible restrictions involved in employment)
- suggest means of in-service staff support during the program, if necessary

If no one is available to give such assistance, the departments responsible for adult language training in some provincial governments often provide help. The teaching program described in the proposal must be well thought out, but the details of the curriculum need not be decided upon until the learners have been consulted.

If adults with low levels of education are involved, help with ESL literacy should be sought from provincial ESL and literacy associations, local ESL and literacy deliverers, and provincial government sources. While there are few knowledgeable people in this field, TESL Canada has a special interest group on ESL literacy which can be helpful. A good solution, if no specialist is available, would be for the agency to work together with a regular ESL specialist and someone from a literacy agency.

Those developing proposals should feel free to consult regional or local CEIC officials about any aspect of the proposal as it is a part of their job to help agencies apply for funding. It is a good idea to develop a draft of the proposal, with help from ESL and/or literacy specialists if necessary, and then show it to a CEIC official for discussion.

Many SLTP host agencies, particularly those which already offer language training, apply to the SLTP <u>not</u> to cover the cost of a language training class outright, but to conduct specific activities such as curriculum development, outreach, or offer transportation, that would support existing language training activities.

OUTREACH TO RECRUIT LEARNERS

Once the SLTP project has been funded, outreach can be undertaken to recruit learners. On-going needs assessment by the agency, or a specific needs assessment done for the SLTP proposal may already have identified some or all learners. Many sources useful in needs assessment are also good for learner recruitment: ethnic community representatives, people from other service agencies, local deliverers of other ESL programs, school boards, employer representatives, and so on. In one of the projects studied, the teacher hired was a respected member of the target ethnic community, and he attracted most of the learners to the class.

To attract learners with low literacy levels, word-of-mouth contacts are best. Such a grapevine could be started by other clients of the agency, CEIC officials who work with refugees, and recruitment by agency personnel at ethnic group gatherings or religious services. Other less direct methods of recruiting learners might include advertising in the local ethnic press and agencies, on the local ethnic radio, on the local English radio and television, through the school boards and other service agencies, in literacy projects, and through educational brokerage services. Advertisements can be written in the learners' language(s) and in English so they will be understood by potential learners, other members of learners' ethnic groups, and English speakers.

It is important that the agency determine what kinds of learners it wants for the classes and what it can handle. For example, in a few SLTP projects, learners with low levels of education have not been accepted because the agency knows it cannot meet their special needs. While it is unfortunate that these people are rejected by the project, it is wise not to take on and then disappoint or frustrate these learners. The agency must decide in advance, if possible, whether it can handle people with different mother tongue languages, different levels of English proficiency, different levels of education, various age groups, and both women and men. It should be clear how much child minding and transportation can be provided and whether admission to the class will be permitted after a certain number of classes have been held, or whether learners can join in at any time.

Once these decisions have been made, outreach to recruit learners can be conducted in such a way that the agency is not swamped with requests from ineligible learners.

TEACHERS, TUTORS, AND OTHER STAFF

ESL AND LITERACY

A critical concern in an SLTP project, particularly one in an agency with no language training experience, or which has not offered educational programs for learners with low levels of education, is finding a trained and experienced ESL and/or literacy teacher to help design the program and to help develop staff.

Various possible formats for SLTP programs, including one-on-one tutor/learner pairs, small group learning, and classes with higher teacher/learner ratios are described later. Projects with more than two or three teachers will need a qualified coordinator or coordination team of ESL and literacy specialists to determine the required qualifications of the teachers and to conduct the necessary training and support activities. In projects with few teachers, suitably qualified teachers will have to take responsibility for all aspects of the teaching program. Agencies which do not normally offer language training are encouraged to seek the help of provincial ESL and literacy associations to staff projects.

Clearly, it is advisable to maximize the number of staff members with ESL qualifications involved. In Canada, however, the term "ESL qualifications" has many meanings. Some educational institutions, particularly school boards, have specific standards for the qualification of ESL teachers, usually involving training courses offered in university faculties of education. Most other educational deliverers of ESL, especially ESL for adult learners, do not have a specific standard of training for their teachers. This does not mean that their policies concerning standards are not good, but that they accept a variety of qualifications.

ESL training for teachers can prove as varied as the standards themselves, as training in ESL methods is not usually a compulsory subject for teachers in training. In some provinces, in-service programs in ESL are available to teachers, while some educational institutions offer their own ESL teacher training. Diploma and certificate programs in ESL teaching are available at a few universities, and graduate degrees in applied linguistics can be taken at some universities as well. There are no programs in ESL teacher training (excluding training in teaching anglais langue seconde) east of Montreal, although courses in ESL teaching are sometimes offered in several universities in Nova Scotia. Educational institutions heavily involved in teaching ESL usually provide some sort of professional development in ESL for their teachers. In addition, provincial ESL associations and TESL Canada provide professional development for teachers through their conferences and other support activities.

If agency personnel are unsure about the kinds of ESL qualifications to require of teachers in SLTP programs or do not know how to find teachers with certain ESL qualifications, they should contact TESL Canada and/or their provincial ESL association. Addresses are listed in the resource section at the end of this report.

To the best of our knowledge, there are only one or two training programs for teaching adult literacy which lead to formal qualifications, although literacy agencies do provide tutor training, a few school boards give in-service training in literacy teaching, and some universities and colleges offer courses in adult basic education and literacy training. It should not be assumed that teachers with training and experience teaching reading and writing to children have the skills to teach literacy to adults, particularly ESL literacy learners. ESL literacy is addressed as a topic in some ESL teacher training programs, and related professional development is available from a few school boards, at ESL

conferences, and through the relevant special interest groups of TESL Canada and some of the provincial ESL associations. Tutors who have worked in adult literacy agencies usually prove excellent staff members.

BILINGUAL STAFF PERSONS

While the presence of personnel who speak learners' first languages is undoubtedly important to make learners feel comfortable and to provide survival and life skills information, bilingual personnel are not always necessary. In projects which attract learners from various language backgrounds, it is difficult to cover all languages involved. It is helpful if bilingual volunteers can be recruited to help with some aspects of the teaching program. Agencies which provide regular services in the ESL learners' languages find that SLTP learners become clients of other services provided by the agency.

Teachers need to be bilingual only when the learners have low levels of education. In some areas of Canada, well-trained bilingual teachers are available. When an appropriately trained teacher or tutor who speaks the required language cannot be found, effective teams of trained ESL (and/or literacy) teachers with bilingual teachers or aides can be created. Bilingual teachers and other personnel not perfect speakers of English should not be rejected as long as they speak English considerably better than the learners. They can provide a valuable role model for learners struggling with the basics of the language.

STAFF SUPPORT

People hired to teach will usually require some training and preparation time before working in an SLTP project. For example, most teachers with ESL qualifications do not have a background in literacy teaching. In SLTP projects with a small number of teachers, professional development will likely have to be sought outside the agency. Teams which combine bilingual, monolingual ESL and/or literacy teachers and aides will need initial and on-going support for their team approach. Programs featuring one-on-one and small group learning situations must usually rely heavily on volunteers, but cannot

demand standards of qualifications from them. Coordinators of SLTP programs must provide a good deal of pre-service training and professional development support.

We found that projects in which teachers, particularly tutors and small group leaders, received pre-project training and a specific and intensive mechanism for support during the program benefitted enormously. For example, well organized weekly meetings to exchange experiences and materials and discuss problems were effective. One project coordinator suggested that the appropriate attitude of teachers and tutors towards learners was a better indicator of program success than were good qualifications on paper. However, unless the project has excellent facilities for the training and support of teaching personnel, this approach is likely to cause problems.

LEARNERS' INPUT

SLTP project success depends, to a large extent, on the degree to which the learners can specify their own needs and participate in the design and implementation of the project. For example, in some cases, learners have been heavily involved in the process of hiring candidates for the teaching positions. If such involvement is desired, the process should be carefully organized, particularly if there are legal or union implications. It is a worth while exercise for "empowering" experiences for learners and increases the likelihood that they will be satisfied with the classes. In any case, learner input into the design of the curriculum is critical.

NEEDS ASSESSMENTS WITH THE LEARNERS

The curriculum content and learning experiences to take place in class should be negotiated between learners and teacher and/or the coordinator at the beginning of the project and evaluated and renegotiated regularly during the program. This is one aspect of any SLTP project where bilingual personnel can be especially helpful. It can be assumed that learners think it is the teacher's job to figure out how to teach.

However, learners can specify, through informal discussion about their everyday lives, situations for which they need to know more English and/or about how Canadian society works.

Such negotiations can be facilitated if the discussion leader provides some examples of what learners might like to learn. This might include topics such as Canadian food and how to prepare it, Canadian parenting practices, and using the public transportation system. The discussion leader should be careful not to let his/her suggestions about what might be important dominate the conversation. For both morale boosting and assessment of the skills learners already possess, it is important that the discussion emphasize what learners can do, as well as what they cannot. Suggestions for learning topics can be listed, using symbols rather than written words if the learners are not likely able to read, and then the learners can prioritize topics.

Similarly, learners can discuss the activities they would like to engage in: conversation, practice writing, trips within the community, visitors to the class, or other similar ventures. It is important that the discussion leader ensure that the topics and learning activities are appropriate for the learners and the time available. Learners should be encouraged to set practical learning goals for themselves, such as getting themselves from home to class by public transportation, making a telephone call by themselves, or filling out a deposit slip at the bank.

It is not recommended that learners be given formal tests to assess English language proficiency or literacy skills. Discrete, private interviews, preferably in the learners' mother tongue, can establish what a learner thinks his/her level of proficiency is. Learners are usually fairly accurate in self-assessment, but tend to underestimate their abilities. The first week or so of classes should feature easy, confidence-building activities and should be planned so teaching personnel can see how learners react to various tasks.

MOTHER TONGUE LITERACY

A question of some debate in newcomer language and literacy training in Canada is

the role and value of literacy training in the mother tongue for those with very low levels of literacy in any language and limited proficiency in English or French.

Without question, it is easier for a learner to deal with literacy in a familiar language than in a new one. However, the prospect of becoming literate in one's mother tongue, then learning to speak and write in English, may be too intimidating for some. When attempting to determine the best route to be taken, one should keep in mind the following:

1. Learners may have strong personal needs and motivations to learn literacy in English, rather than their mother tongue, that may give them the strength and perseverance to do so.

2. Learners facing major adjustments to Canadian life (developing English language skills, attaining formal educational experience, coming from a rural area but now living in a city, or overcoming trauma about leaving their home country), may benefit most from the security of mother tongue literacy assistance.

Mother tongue education need not take the learner from zero to full literacy in that language. Learners may develop mother tongue literacy until they had a sense of what "literacy" is all about and then the transfer to English could begin.

Of course, the possibility of mother tongue literacy training hinges on having a group of learners from one language background and comparable levels of literacy and on the availability of suitable teachers and tutors.

EVALUATION

Before implementing the project, a system of project evaluation should be set up and reflect:

- information from the needs assessment done prior to the project
- the goals for the project as described in the proposal and as subsequently revised

- the goals of the curriculum as negotiated between teaching personnel and learners
- any informal assessment of the learners' language and literacy skills on entering the project
- the management structure of the project

Other factors, upon examination, might provide important information for determining the success of a program. For example, the quality of the teaching program could be assessed not only according to whether the learners attain their goals, or whether teaching personnel feels the learners have made progress, but one might also consider

1. Absenteeism among teachers and learners
2. Learners' comments of satisfaction or dissatisfaction
3. Learners' interest in staying after class or in getting and doing homework
4. Learners' interest in taking another course

Again, it is not recommended that learners be formally tested to see if they have progressed. However, criteria should be set by teachers and learners to assess whether the negotiated goals of the project have been met.

As well, one might keep in mind that:

- the success of needs assessment and recruitment might be determined by the numbers and kinds of learners applying to enter the classes in relation to what was sought and/or expected
- the qualifications and characteristics of the teaching personnel could be assessed through informal learner comments and in course evaluation sessions both during and at the end of the project
- the numbers and distribution of teaching personnel could be evaluated through teachers' own assessment of their workload and responsibilities, needs for more training, participation in staff development activities, interest in teaching similar development activities, and interest in teaching similar courses again.

Similarly, all aspects of the project, including transportation, child minding, liaison with the community, relations with relevant educational institutions and social services, and the internal administration of the project, can be assessed using carefully gathered but informal indicators of success (or problem areas).

Informal evaluation does not need to be technical, difficult, or time consuming. It requires planning at the beginning of the project, and the cooperation of all agency personnel to note incidents or comments that might be an indication of the success of the program. The results of this activity can be used in many ways:

- supporting future proposals for funding
- improving future projects of a similar sort
- contributing to the professional development of ESL and literacy teachers, tutors, and workers in other social services
- enhancing relations with newcomer communities by providing them with clear information about how the project went

If resources permit, it is most helpful to extend the project evaluation by following up on learners after several months or a year to see how the project affected their lives.

SCHEDULING

The scheduling of classes should reflect:

1. the goals of the project
2. the capacity of the learners to absorb new material
3. the pressures on learners to learn certain skills
4. the time available for learners to attend classes
5. the resources of the delivery agency to provide a stated quantity and variety of learning experiences.

Learners will have preferences concerning the number of hours per week they can and want to spend on language training, as well as convenient days and hours for classes. These must be matched with the resources of the agency and the project to provide teaching staff and facilities. Other factors such as child minding and transportation can also affect scheduling. It must be considered that some women do not want to travel unaccompanied, and many do not want to go out at night. We got no indication of the value of offering classes on the weekend rather than during the week.

An important scheduling consideration is the relationship between the goals of the project and the learning pace learners can sustain. Indeed, the goals of the project should be tempered by the available class time and the amount learners will likely accomplish in that time. Learners who have been successful in formal education, who are young, confident in their learning ability, and highly motivated, are most likely able to handle a fast-paced curriculum. Such learners usually do well in regular ESL programs and should probably be referred to one, if possible and appropriate. They are also usually able to benefit from self-access study to supplement or reinforce what is learned in class.

SLTP projects have tended to attract learners with a slower learning pace. Once suitable goals have been established for the number of hours available, it can be decided whether classes should be spread over a long period or should be held intensively. If the teaching activities are sufficiently varied, these learners can benefit by attending classes for a number of hours every day, approaching learning tasks through various activities, and reinforcing learning through repetition.

On the other hand, learners may only be able to meet for a few hours per week, and must then use the intervening time to absorb what was taught in class and to practice it on a personal level. Learners who do not learn well at a fast pace often need direction and special materials to practice on their own. In one of the projects surveyed, learners initially met every day for about five hours, but this proved too much and the number of hours was reduced. Both the pace of the class and scheduling might have been factors.

Many educators like to offer several shorter courses with explicit goals, rather than one long course with vague long-term goals, so learners experience a sense of accomplishment upon completion of each short-term course and the attainment of that goal. Learners can then immediately enrol in a new course. Some recognition of the learners' achievement in a course, such as a graduation party or a diploma, can provide strong motivation for learners to continue. One problem with short courses, however, is that there is no assurance that further courses will be immediately available. As a result, for example, women with children may be reluctant to undertake courses if it means they have to change babysitting arrangements.

PROJECT FORMAT

One agency surveyed featured services, funded by a variety of sources, which involved providing language, literacy, and life skills training for newcomers in four stages. For learners with low levels of literacy, basic language needs, and little Canadian survival knowledge, the program outline looked like this:

STAGE ONE:	one-to-one tutoring was provided in the learners' or tutors' homes
STAGE TWO:	small groups of eight to ten learners were brought together in venues close to their homes for study
STAGE THREE:	learners formed classes of about twenty for language, literacy, and life skills study
STAGE FOUR:	learners could attend classes on specific skills training, usually related to employment

In this format, six weeks was planned for each of the first two stages and learners could enter the program at any stage, according to their needs. Such a full program requires a lot of resources, a good program to train and support teaching personnel, strong coordination, and a large clientele. This format is exemplary in certain circumstances, particularly where an agency only undertakes a program for small groups.

It is more common for SLTP projects to receive a group of at least twenty learners from

varying language and education backgrounds, ages, interests, and knowledge of English. These classical multi-levelled classes are always a challenge, even for the most seasoned educator. If facilities and personnel are available, one plan of attack is to divide the group according to education level, level of English proficiency, or mother tongue.

Informal experiments indicate that education level is the most effective way to divide such groups. If such divisions are possible, it is common for some activities, such as a field trip or planning for a party, to be undertaken by the whole class and then followed up separately by the smaller groups. This followup would feature learning activities, based on the large group experince, suited to the needs of each individual group. If personnel is not available to teach the small groups separately, the teacher must prepare the learning activities so the groups can work separately and somewhat independently.

Making small groups by pairing or grouping more skilled learners with less skilled learners allows activities to be developed so each learner has his/her own part to play in the task, according to ability. This method requires a great deal of lesson preparation, but it does address the challenges of a multi-level class.

METHODS AND MATERIALS

All learners benefit from programs which are learner-centred, and the kinds of learners that the SLTP tends to attract benefit more than most. The process begins with negotiations between teacher and learners about the content, goals and format of the course. A warm, humane atmosphere for classes enhances learning -- familiar surroundings; comfortable, informal furniture; hearing one's own language; and pleasant, supportive staff.

Learning pace

Again, the learner's own learning pace must be monitored and taken into account when developing learning activities and choosing materials. Several of the

representatives of SLTP projects interviewed said the success of their projects could be attributed to the slow, systematic, and repetitious presentation of content in class. Such a pace, however, does not mean that learners are doing the same thing over and over again. Activities must be varied so learners can experience and practice one learning item using a number of activities.

Hands-On Experiences

Hands-on experiences have also proven highly successful. Such experiences might include field trips to banks, stores, fast food outlets, or clinics. Having visitors into the class has had varied success because learners often have difficulty understanding the visitor, even if translation is provided. It is suggested that visitors be brought in if they can give a demonstration or can involve the learners in an activity rather than merely talk to the class. Activities should provide additional opportunities to use and practice language, and can include some which are part of the agency's other services, such as aerobics classes. The value of informal contact between staff and learners and among learners at breaks and lunch times should not be underestimated.

Textbooks are not often a good for language and/or literacy learning, although they can provide teaching ideas for particular lessons and exercises. Teachers usually prepare for group activities, such as a trip to a grocery store, by thinking of the vocabulary, language patterns, language functions, and literacy likely to come up during the trip. The teacher then prepares the class for the trip by discussing their expectations, making comparisons with the learners' home country, and working out what learners might like to say and learn to read in that situation. Some tasks might also be set for the trip, such as writing down the names of vegetables from displays and cans or taking pictures. The people working in the store should be prepared to receive the class and show them around.

Once back in class after the trip, the teacher can review the tasks completed by the learners on the trip and/or create an experience story. As the group discusses the experience, sentences are contributed for the story about the trip by individuals and written on a blackboard or chart paper. More advanced learners may write their own

stories. The teacher can then use this story material as a basis for language or literacy practice exercises. Learners may make a label book with pictures of different kinds of food, a recipe book with new or traditional recipes, or a picture story of the trip.

Workbooks and texts

In some cases, workbooks or language exercise books can meet the language practice needs of learners, but they must be carefully chosen to fit in with class work and the individual needs of learners. Advanced learners who can handle independent study might supplement class work with exercises from text or workbooks. Learners still struggling with recognizing and forming the letters of the alphabet might benefit from using workbooks specifically prepared for preliterate adults. However, most of the SLTP projects surveyed used teacher-developed lessons and materials. Materials developed by one class can be used by other classes if those learners who made them are prepared to part with them.

We do not want to give the impression that textbooks are not valuable, but do recommend that they be used with caution and that learner interest and locally available material be used as much as possible. It is suggested that agencies wait until needs assessments are conducted with the learners before expending substantial amounts of money on textbooks and that such texts are chosen to relate closely to needs expressed by the learners.

Life skills

In teaching life skills or skills for handling oneself in Canada (most SLTP learners had adequate life skills in their home country), content and methods should be learner centred. After consultation with the learners about what they would like to learn, resources and materials should be sought from the skills and other programs of the agency (including family counselling, job training programs, ESL programs for children, programs which match newcomers with Canadian contacts, and advocacy), and in other institutions such as the local school board, the children's aid society, and health care deliverers. Parenting skills and information concerning the prevention of

friction between generations in newcomer families are frequently cited needs.

The use of packaged life skills programs for Canadian adults should be avoided since the target groups for such programs are likely to be significantly different from the newcomer population. Programs specifically designed for newcomers, such as Making Changes and Stepping Out, have been shown to be very useful in SLTP programs.

Follow Up on Learners

The importance of the relationship between an SLTP project and the other newcomer services offered by the agency has been emphasized. One additonal point is that it is valuable for agencies to follow up on the graduates of SLTP projects. Doing so will not only help evaluate the impact of the project, but will enrich the data available to future SLTP projects and for a better understanding of the forces that structure the lives of newcomers in Canada. In particular, the rate with which SLTP graduates go on to work in generic programs of ESL is a stated measure of success of some SLTP programs.

Support Services

The two support services which clearly set the SLTP apart from most other ESL delivery programs in Canada are child minding and transportation. Not all SLTP projects necessarily took advantage of these opportunities, but the majority of projects indicated that they could not have gone ahead without those benefits. Some agencies already had some child minding in place, and others managed to get the facilities and equipment together to provide the service. Most agencies hired qualified child minding personnel, some even found bilingual people to do the job.

Although it is not a part of the SLTP goals or requirements, a number of agencies set up English language learning opportunities and Canadian cultural experiences for the children. Because parenting is a fundamental interest for many SLTP learners, the presence of children in the agency provides opportunities for discussion of concerns about adults and children. Again, older adults may be child care givers in many newcomer families and, as such, they too need child care and to learn about parenting

in Canada.

Agencies have had differing experiences in providing transportation support for learners. In large urban centres, transportation was not a problem for some projects since classes were near learners' homes and public transportation was good. Other projects took the opportunity to provide transportation services, which included:

- the provision of bus tickets
- the provision of bus passes
- taxis for learners
- vans hired and driven by paid or volunteer staff
- volunteer drivers using their own cars free or for reimbursement of mileage only

A couple of points on transportation are useful here.

1. Many agencies in larger urban centres took the opportunity to offer transit fares as a part of learners' studies on how to use public transportation.

2. In one agency, learners insisted on getting bus passes because bus tickets would only get them to and from class where passes meant they could get around more frequently and to conduct personal business.

Although the Canadian Job Strategy language training offers training allowances for its learners, there were no complaints from SLTP learners about not receiving living allowances.

Ways to Use SLTP Funding

SLTP funding has been used to support language training costs, particularly in communities which receive few newcomers, or in agencies which have not offered language training before. Other agencies have used SLTP funding to enhance existing

language training programs. In some cases, this funding has supported curriculum development, outreach, or support services for existing language training programs; in other cases, it has provided a language training component for programs already orienting learners to Canadian communities.

Cooperation between newcomer service agencies and other social service and educational institutions has proved effective. Eligible agencies should take a creative look at the flexible options for programming and funding under the SLTP and use available resources in the community to create programs to respond to the unmet needs of newcomers.

The Use of Volunteers

The role of agencies' boards of directors and their function as voluntary support for SLTP projects is central to the effectiveness of SLTP projects in that the perspectives of the board (ethnicity, gender, class, etc.) can strongly influence the proposals for and implementation of SLTP projects. If the SLTP project represents an expansion of the agency's services, the composition of the board may change to reflect this.

Volunteers can be helpful in many areas:

- needs assessment
- outreach
- learner recruitment, by putting up posters, being representatives at community meetings, making phone calls, or by simply providing information and suggestions about potential learners and programming

Volunteers, particularly bilingual ones, are usually needed just before classes begin and for the first few weeks of class to help learners settle in and involve them in other agency services. Volunteers can also be trained or help to:

- teach in one-on-one situations

- assist teachers in large and/or multi-levelled classes by doing small group work
- supplement classroom teaching with tutoring in the agency or the learners' homes
- provide bilingual support for monolingual, English-speaking teachers
- locate and develop learning materials (identify suitable guests, make audio-visual aids, etc.)
- assist in or fully undertake child minding support
- drive learners to and from class in their own or agency vehicles

One must consider that volunteers themselves are contact for learners with established members of the community. Lasting links between learners and volunteer participants in the project should be encouraged. Thus, volunteers who come in and chat at lunch or while learners are watching television after class play an important role. Seniors and young adults in the community are usually a good source of such support.

It should also be kept in mind that volunteers require support from the agency and that it takes time and effort to develop an effective volunteer staff. Volunteer support includes recruiting, orientation, training, monitoring, feedback, and recognition.

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Resources

The following lists of resources and contacts cover adult ESL literacy courses, beginning level adult ESL courses, workbooks and other support materials for beginning adult ESL and literacy, teacher guidance materials on ESL and literacy, and contacts with ESL and literacy organizations. These lists are far from exhaustive, but can provide a starting point of resources for the development of new SLTP projects. The materials listed differ in their purposes and suitability for use with specific kinds of learners. We have not been able to do a formal evaluation of the materials; so TESL Canada is not endorsing any item for quality. The easiest way to order materials that are published by a commercial publisher is through a local bookstore. For materials by non-commercial publishers (such as governments), write directly to the publisher.

Adult ESL Literacy Courses

The following are courses in ESL literacy. Most include lesson guidance for teachers and student practice materials.

Beal, Kathleen Kelly. (1982) Entry to English. Austin, Texas: Steck-Vaughn.

Blosser, Betsy J. (1979) English for Adult Living. Book 1 and 2. Silver Spring, Maryland: Institute of Modern Languages.

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Selman, Mary; Mrowicki, Linda. (1984) A New Start - Canada: A Functional Course in Basic Spoken English and Survival Literacy. Agincourt, Ontario: Dominie.

Wigfield, Jack. (1982) First Steps in Reading and Writing. Rowley, Mass.: Newbury House.

Beginning Level Adult ESL Courses

The following courses are for basic level ESL learners but do not assume that the learners need special help in literacy.

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Bodman, Jean W.; Lanzano, Michael R. (1981, 1983) Milk and Honey: An ESL Series for Adults. New York: Harcourt Brace Jovanovich.

Boggs, Ralph S.; Dixson, Robert J. (1980) English Step by Step with Pictures. New York: Regents.

Bonner, Margaret; Paulik, Cheryl. (1987) On Your Way: Building Basic Skills in English. White Plains, N.Y.: Longman.

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Byrd, Donald; Abrams, Sharon; Costinett, Sandra; Dye, Joan; Frankworth, Nancy; Warshawsky, Diane. (1982) Spectrum. New York: Regents.

Butovsky, Lillian; Podoliak, Esther. (1984, 1985) Welcome to Canadian English: A Basic Handbook for Students Living in Ontario. Toronto, Ontario: Ontario Ministry of Citizenship and Culture.

Carrier, Michael; Haines, Simon; Christie, David; Pacione, Anita. (1985) Break into English. Level 1. London: Hodder and Stoughton.

Castro, O.; Kimbrough, V.; Lozano, F.; Sturtevant, J.; Zane, K.; Ryan, P.; Cardenas, A.; Shaw, E.; Lanzano, S. (1979, 1980, 1981, 1982, 1983) In Touch. Life Styles. New York: Longman.

Cook, V.J.; Chambers, F.; Quinlivan, V. (1980, 1981, 1982, 1983, 1984) English for Life. Oxford: Pergamon Press.

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Meredith-Parry, John; Weller, Lorraine. (1980, 1981) Getting Through. London: Edward Arnold.

Messec, Jerry L.; Kranich, Roger E.; Merriman, Mark S.; Plimpton, Jack H. (1982, 1983) English Spoken Here. New York: Cambridge Book Company.

Romijn, Elizabeth; Seely, Contee. (1980) Live Action English for Foreign Students. San Francisco: Alemany Press.

Sutherland, Kenton. (1980, 1981, 1982) English ALFA. Boston: Houghton Mifflin.

Thorn, M.; Zukowski-Faust, J.; Johnston, S. (1984) Holt-Cassel Foundation English. New York: Holt, Rinehart and Winston.

Walker, Michael. (1984) Step Ahead. Reading, Mass.: Addison-Wesley.

Zuern, Guenther. (1985) Images: English for Beginners. Reading, Mass.: Addison-Wesley.

Support Materials for ESL and Literacy

The materials in this list can be used to support regular, basic level ESL or ESL literacy programs. Most are designed to provide students with the opportunity to practice language, literacy or numeracy skills.

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Akhand, Dorothea. (1987) Grammar Practice: A Workbook. Beginning and Intermediate Level ESL. Pittsburgh, Pennsylvania: University of Pittsburgh Press.

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Wallerstein, Nina. (1982) Language and Culture in Conflict. Reading, Mass.: Addison-Wesley.

ESL and Literacy Contacts

The national body in support of ESL in Canada is TESL Canada, which is an umbrella organization for the ESL associations of the ten provinces with representation from the territories as well. To become a member of TESL Canada, you join your provincial association and your TESL Canada membership is a part of your provincial membership. Provided below are the addresses of TESL Canada and those of some of the provincial associations. Some provincial associations have permanent addresses, which are listed, while others move according to the addresses of the members of the executive. Therefore, if the association in your province is not listed here, please contact the TESL Canada office for the current address and telephone number of your provincial association.

TESL Canada
P. O. Box 707
Station C
Toronto, Ontario
M6J 3S1

(416) 588-6722

Provincial ESL Organizations with Permanent Addresses

B.C. TEAL
P. O. Box 82344
Burnaby, B.C.

(604) 294-TEAL

TESL Ontario
27 Carlton Street
Suite 404
Toronto, Ontario
M5B 1L2

(416) 593-4243

SPEAQ (Quebec)
600 Fullum Street, 6e etage
Montreal, P.Q.
H2K 4L1

(514) 521-9421

TESL Nova Scotia
P.O. Box 15
Site 16, RR 4
Armdale, Nova Scotia
B3L 4J4

Provincial Government Contacts of ESL

Not all provincial governments have, to our knowledge, government contacts which deal specifically with ESL. The following are those that we know of.

Gwen Armstrong, Co-ordinator
Adult Basic Education
Ministry of Advanced Education and Job Training
Parliament Buildings
818 Broughton Street
Victoria, B.C.
V8V 1X4
(604) 387-6176

English as a Second Language Secretariat
Career Development and Employment
Alberta Immigration and Employment
14th Floor, Park Square, 10001 Bellamy Hill
Edmonton, Alberta
T5J 3W5
(403) 422-0126

ABE Consultant
Curriculum Development
Regional Colleges Branch
Saskatchewan Education
2220 College Avenue
Regina, Saskatchewan
S4P 3V7
(306) 787-5537

Adult and Continuing Education
Education Manitoba
410 - 185 Carlton St.
Winnipeg, Manitoba
R3C 3J1
(204) 945-8081

Citizenship Education
Citizenship Development Branch
Ministry of Citizenship
5th Floor
77 Bloor Street West
Toronto, Ontario
M7A 2R9
(419) 965-4331

National and Provincial Literacy Group Contacts

The national literacy organization is:

Movement for Canadian Literacy
9 St. Joseph Street
Toronto, Ontario
M4Y 1J9
(416) 925-3554

Provincial and territorial contacts are:

Adult Basic Education Association of B. C.
Project Literacy B. C.
11091 72nd Avenue
Delta, B. C.
V4E 1YA
(604) 594-0664

Alberta Association for Adult Education
c/o Medicine Hat College
299 College Drive, S. E.
Medicine Hat, Alberta
T1A 3Y6
(403) 529-3835

Saskatchewan Literacy Council
2220 College Street
Regina, Saskatchewan
S4P 3V7
(306) 787-5616

Literacy Workers Alliance of Manitoba
206 - 510 Burnell Street
Winnipeg, Manitoba
R3G 2B4
(204) 783-3845

Ontario Literacy Coalition
9 St. Joseph Street
Suite 302
Toronto, Ontario
M4Y 1J6
(416) 963-5787

New Brunswick Provincial Steering Committee
c/o Saint John Human Development Council
P.O. Box 6125, Station A
Saint John, New Brunswick
(506) 634-1673

The Continuous Learning Association of Nova Scotia
(CLANS) ABE Committee
c/o 6201 Lawrence Street
Halifax, Nova Scotia
(902) 539-5300

Literacy Nova Scotia
P.O. Box 2086, Station M
Halifax, Nova Scotia
B3J 3B7
(902) 434-6223

Provincial Literacy Volunteers
11 Wedgewood Avenue
Charlettetown, Prince Edward Island
C1A 6C1
(902) 894-9231

Newfoundland Association for Adult Education
P.O. Box 6161
St. John's, Newfoundland
A1E 5X8
(709) 576-4620

Yukon Literacy Council
2 - 4078 Fourth Avenue
Whitehorse, Yukon
Y1A 4K8
(403) 668-6280

Provincial Government Contacts on Literacy

Gwen Armstrong, Co-ordinator
Adult Basic Education
Ministry of Advanced Education and Job Training
Parliament Buildings
818 Broughton Street
Victoria, B.C.
V8V 1X4
(604) 387-6176

John Fisher, Director
Adult Learning Support Branch
Advanced Education and Manpower
11160 Jasper Avenue
Edmonton, Alberta
T5K 0L3
(403) 427-5628

Keith Bonokoski, Managing Director
Saskatchewan Literacy Campaign
2220 College Avenue
Regina, Saskatchewan
S4P 3V7
(306) 787-5616

Johanna Faulk, Co-ordinator
Literacy Programming
Manitoba Education
185 Carlton Street, Room 410
Winnipeg, Manitoba
R3C 3J1
(204) 945-8142

Betty Butterworth
Literacy Unit
Ministry of Skills Development
900 Bay Street
Toronto, Ontario
(416) 963-2100

Byron James, Executive Director
Education Services
Department of Advanced Education and Training
P.O. Box 6000
Fredericton, New Brunswick
(506) 453 6202

Kathie Swenson, Executive Director
Department of Advanced Education and Job Training
1701 Hollis Street
P.O. Box 2086, Station M
Halifax, Nova Scotia
B3J 3B7
(902) 424-7573

Peter McGonnell
Adult and Continuing Education
Department of Industry
P.O. Box 2000
Charlottetown, P.E.I.
C1A 7N8
(902) 368-4240

Cathy Gogan, Assistant Deputy Minister
Department of Career Development and Advanced Studies
P.O. Box 4750
St. John's, Newfoundland
A1C 5T7
(709) 576-5674

Joe Handley, Deputy Minister
Education
Government of the Northwest Territories
Yellowknife, NWT
X1A 2L9
(403) 920-6240

Carolyn Hole, Acting Director
Program Research and Planning
Advanced Education Branch
Yukon Department of Education
P.O. Box 2703
Whitehorse, Yukon
Y1A 2C6